Attachment A
Tutorial Assistance Grant Requirements for Community-based Providers

<u>Criteria for the Selection of Providers</u>: The grantee must establish criteria for determining the eligibility of tutorial assistance providers and programs desiring to provide tutoring assistance. Such criteria should include:

a) a record of effectiveness with respect to reading readiness, reading instructions for children in kindergarten through third grade, and early childhood literacy, as appropriate;
b) a location convenient to the school or schools whose students will be receiving tutoring;
c) the ability to provide tutoring in reading to children who have difficulty reading and children reading below grade level, using instructional practices based on scientifically-based reading research and consistent with the reading instructional methods and content used by the school the child attends; and
d) knowledge of state content standards and instructional approaches as recommended in the Reading Language Arts Framework for students in kindergarten through grade three.

<u>Contractual Relationships with Providers</u>: The grantee must develop a <u>contract</u>, consistent with state and local law, with each provider of tutorial assistance selected for funding. The contract should provide for:

a) a process for making payments to the provider;
b) a process to ensure oversight of the quality and effectiveness of the tutorial assistance provided;
c) a process for selecting and supporting tutors;
d) a process for reports to be delivered to the LEA with regard to the provider's performance in meeting goals and timetables; (including reports from providers who have a successful track record in the area of providing high quality services to juveniles);
e) a process for ensuring that the tutoring provided is consistent with reading instruction and content used by the LEA;
f) an agreement to keep parents informed of the progress of their children and to maintain confidentiality regarding parent and student information;
g) an agreement that the provider will ensure confidentiality both with regard to students and their progress and with regard to family matters (note: it is the responsibility of the Tutor Coordinator or district administrator to review such policies and to serve as mediator if concerns arise);
h) a process to allow parents to have their children withdrawn from such programs, in the event that parents object to provider actions;
i) a process to accommodate students in other tutoring programs in the event that the child is withdrawn from the program;
j) an agreement by the provider that no information regarding the identity of any child eligible for or enrolled in the program will be publicly disclosed without the prior written permission of a parent of the child;
k) an agreement with respect to the provider's purchase and maintenance of adequate general liability insurance;
l) an agreement with respect to terminating contracts with ineffective and unsuccessful tutorial assistance providers based on the terms of the contract;
m) the establishment of specific goals and timetables with respect to the performance of the tutorial assistance;
n) a specification of the measurement techniques that will be used to evaluate the performance of the provider;
o) a requirement that the provider meet all applicable federal, state and local health, safety, and civil rights laws;
p) an agreement to adhere to the research factors for high quality tutoring services listed above; and
q) an agreement to provide data as required for a statewide evaluation of the program.

Attachment B
Suggestions for Developing Successful Tutoring Programs

✓ The U.S. Department of Education summary lays out, along with supporting evidence, six factors that researchers generally agree generate the most consistently positive achievement for students who receive tutoring (tutees). These factors are:
- Close coordination with the classroom or reading teacher;
- Intensive and ongoing training of tutors;
- Well-structured tutoring sessions in which the content and delivery of instruction is carefully scripted;
- Careful monitoring and reinforcement of progress;
- Frequent and regular tutoring sessions, with each session between 10 and 60 minutes in length—more sessions per week have resulted in greater gains; and
- Specially designed interventions for children with reading difficulties.

✓ Tutor training should be ongoing and may be carried out by the Tutor Coordinator, teachers whose students will be tutored, university faculty who supply the tutors, or REA School Site Coordinators or District Coordinators.

✓ Tutor training programs will be required to include the elements of research-based reading, strategies for coordinating with the classroom teacher and the classroom reading program, and approaches to motivating and involving students in extensive reading.

✓ Programs will be expected to provide individual or small group tutoring (no more than four tutees per one tutor per session) on a frequent basis (at least twice a week for at least 30 minutes per session).

✓ Successful tutoring programs have a site coordinator who is knowledgeable in the subject area, instructional strategies, how children learn, and tutee/tutor management. Tutors will be working with tutees who are facing learning challenges.

✓ It is important that tutors be well trained and have the ability to use instructional and intervention strategies based on the latest reading/language arts research.

✓ Every applicant offering or conducting school instruction should require each applicant for employment in a position requiring contact with minor pupils who does not possess a valid California state teaching credential, or is not currently licensed by another state agency that requires a criminal record summary, to submit two sets of prints to the Department of Justice for the purpose of obtaining a criminal record summary from the Department of Justice and the Federal Bureau of Investigation. **Schools should allow adequate time in their tutoring program plan for background checks and fingerprinting.**

✓ Tutors will be working with tutees who are facing learning challenges. It is important that tutors be well trained and have the ability to use instructional and intervention strategies based on the latest reading/language arts research.

✓ The California Department of Education is a strong supporter of parent involvement in education. In addition, research on educational change demonstrates the importance of involving parents in any educational reform/school improvement effort.

Recommended Tutoring Best Practices

Effective tutoring programs vary due to the needs of tutees, tutor training and skill level, and the resources available to the local educational agency. However, the following components are recommended for developing an effective tutoring program:

- ✓ A tutor coordinator who has adequate time and expertise to oversee program operations—the tutor coordinator is responsible for overseeing tutor recruitment, tutor training, tutor scheduling, monitoring tutor and tutee progress, assessing program needs, establishing tutee entrance and exit criteria and assisting in the evaluation of the tutoring program
- ✓ A variety of public relations mechanisms to recruit tutors from a variety of sources
- ✓ A plan to match the needs of tutees (culture, language, gender, age, etcetera) with an appropriate tutor
- ✓ Some type of tutee entrance and exit plan (i.e. which students will be selected to participate in the tutoring program and when will you know when tutees have reached a level where they leave the tutoring program)
- ✓ Tutor training that includes an orientation session, initial training, tutor feedback, and ongoing support and training—tutor training should include information regarding the various cultural groups and learning styles of the tutees with whom they will work
- ✓ Tutor training that is focused on the curriculum frameworks and standards
- ✓ Tutor training that includes instructional practices based on scientifically-based reading research that is consistent with the reading instructional methods and content used by the school the tutee attends
- ✓ Tutor training that includes tutee and time management
- ✓ Communication with parents on a consistent and ongoing basis
- ✓ Adequate supplies and materials for tutors and tutees
- ✓ Provision of strategies that will assist tutors to motivate tutees
- ✓ A consistent and relatively easy tutee and tutor monitoring plan including entrance and exit assessments
- ✓ An organizational structure such that tutors work with no more than four tutees for a minimum of one hour per week (each tutee receives an hour of tutoring per week)
- ✓ Inclusion of a family literacy component to strengthen an effective tutoring program

Attachment C
Resources for Recruiting Tutors

The following programs may assist your program in recruiting and retaining a cadre of high-quality tutors to serve within your Tutorial Assistance Grant program.

NATIONAL SERVICE PROGRAMS
The following programs are all sponsored from funding available from the Corporation for National Service:

✓ AmeriCorps **–** AmeriCorps is a national service program established in 1993 that provides thousands of Americans of all ages and backgrounds with an opportunity to commit a year (or two) of their lives to providing direct service to their communities. In return for their service, AmeriCorps members receive an education award that can be used to pay for college loans or continuing education costs. For more information regarding AmeriCorps programs in California, visit the Commission website at www.cilts.ca.gov.

✓ AmeriCorps*Volunteers in Service to America (VISTA) – Established in 1965, AmeriCorps•VISTA members devote a year of service to assisting residents of disadvantaged communities become more self-sufficient. AmeriCorps*VISTA members receive benefits similar to other AmeriCorps members, but their service focuses on capacity building activities such as program development, organization, and fundraising. For more information regarding AmeriCorps*VISTA in California, contact the Corporation for National Service State Office at (310) 235-7421 or (510) 273-0147.

✓ National Senior Service Corps – Two of the three National Senior Service Corps programs may serve as resources. For more information regarding these programs, contact the Corporation for National Service State Office at (310) 235-7421 or (510) 273-0147.

✓ Retired and Senior Volunteer Program (RSVP) – RSVP helps individuals age 55 and older put their skills and life experiences to work in their communities. RSVP volunteers serve from a few hours to 20 hours a week in a variety of roles, including tutoring.

✓ Foster Grandparent Program (FGP) – FGP provides invaluable aid to children and youth with exceptional needs. Foster Grandparents serve twenty hours a week in schools, hospitals, correctional institutions, and day care centers.

COLLEGE STUDENTS

✓ Federal College Work-Study – On July 1, 1997, the U.S. Department of Education encouraged federal work-study students to serve as reading tutors by changing the matching funds requirements for universities who utilize students as tutors. The program provides undergraduate and graduate students with part-time employment to help meet their financial needs and give them work experience, while helping the campus or surrounding community. Contact the financial aid office at your local college or university to determine if federal work-study students may be eligible to meet their work requirements as tutors in your program.

OTHER

✓ Applicants are urged to consider seniors as tutors. As the fastest growing demographic group in the state, seniors represent one of the few demographic groups that has time to tutor.

✓ Contact your local Volunteer Center and register your program as a potential volunteer opportunity for community members. For more information, contact the Volunteer Centers of California at (916) 322-1668 or www.voluntercentersca.org.

✓ An online referral service, the California Tutoring Network (CTN), is an interactive, on-line data base of tutoring resources, available at www.sccoe.net/ctn/index2.html. The CTN offers such resources as research on effective tutoring programs, links to other academic tutoring sites, direct links to all California colleges and universities, and a CTN User Bulletin Board.